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ABSTRACT

Categories of effective and ineffective behavior in regard to Goal Nine of the Quality Education Program (regarding student understanding of human accomplishment) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

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BOOKLET 9
DESCRIPTION

LINEWIDTH

GRAMMAR

KRUSKAL

NORMAL

BOOKLET 9

DESCRIPTION

QUALITY EDUCATION PROGRAM STUDY

UNDERSTANDING HUMAN ACCOMPLISHMENT

PENNSYLVANIA

GOAL NINE

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:

Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:

The Pennsylvania Department of Education

JUNE 1971

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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

Teachers, administrators, students, and parents in public, private, and parochial schools in the Commonwealth generally, and specifically the pilot areas of Allegheny, Beaver, Bucks, Erie, Luzerne and Westmoreland Counties and the Cities of Erie and Pittsburgh.

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For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

TABLE OF CONTENTS

	Page
Acknowledgements	i
Preface	iii
Introduction	iv
Project Reports	vii
Goal Nine Statement	1
Categories of Student Behavior	
Summary of Areas of Effective Behavior	2
Categories of Effective Behavior	3
Summary of Areas of Ineffective Behavior	12
Categories of Ineffective Behavior	13
Rationales for Areas of Effective Student Behavior	18
Related Teacher Strategies	
Summary of Teacher Strategies	29
Categories of Teacher Strategies	30

GOAL NINE

QUALITY EDUCATION SHOULD HELP EVERY CHILD TO UNDERSTAND AND APPRECIATE AS MUCH AS HE CAN OF HUMAN ACHIEVEMENT IN THE NATURAL SCIENCES, THE SOCIAL SCIENCES, THE HUMANITIES AND THE ARTS.

"Insofar as possible every child should gain from his school experience an increasing openness to the life of the mind and an increasing ability to find meaning for his own life in the heritage of the past and in the intellectual thrusts of the present age. He should achieve some understanding of the transforming conceptions of modern science. He should achieve increasing mastery over the basic principles of the social and psychological sciences. He should develop a degree of sensitivity that enables him to differentiate the worthy from the worthless in the multifarious products of civilization as we know it--books, motion pictures, radio, television, music, the visual and performing arts, architecture, industrial design, and the like."[1]

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

SUMMARY OF THE AREAS OF EFFECTIVE BEHAVIOR

Goal 9: Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

1. STUDENT ADMIRED THE ACHIEVEMENTS, WORK EFFORTS, OR PERSONAL ATTRIBUTES OF AN INDIVIDUAL OR GROUP.

2. STUDENT DEMONSTRATED APPRECIATION OR CONCERN FOR A PARTICULAR AREA OF HUMAN ACHIEVEMENT OR FOR THE QUALITY OR MERIT OF AN EFFORT (NOTE: EXCLUDED HERE ARE INSTANCES WHERE EMPHASIS IS ON THE STUA DENT'S KNOWLEDGE OR INSIGHT IN THE AREA).

3. STUDENT DEMONSTRATED KNOWLEDGE OR INSIGHT IN AN AREA OF HUMAN ACHIEVEMENT (NOTE: THIS AREA EXCLUDES INSTANCES WHERE STRESS IS PLACED ON ONGOING RESEARCH OR INVESTIGATION BY THE STUDENT).

4. STUDENT DEMONSTRATED AN INTEREST IN LEARNING ABOUT AN AREA OF HUMAN ACHIEVEMENT (NOTE: THIS AREA EXCLUDES A STUDENT'S TEACHING A CLASS, OR TAKING LESSONS IN A FIELD).

5. STUDENT ATTEMPTED TO OR DID ACHIEVE IN A FIELD OF HUMAN ENDEAVOR, OR DEMONSTRATED A DESIRE FOR QUALITY IN HIS WORK EFFORT.

0. MISCELLANEOUS.

0.1 Miscellaneous, Goal 9 Effective

0.2 Miscellaneous, other than Goal 9 Effective.

Goal 9: Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

CATEGORIES OF EFFECTIVE BEHAVIOR

1. STUDENT ADMIRED THE ACHIEVEMENTS, WORK EFFORTS, OR PERSONAL ATTRIBUTES OF AN INDIVIDUAL OR GROUP.

   1.1 Student voiced appreciation for individual based on his personal attritutes, or on action or activity that reflected favorable personal attributes.

      1.1-1 Student voiced appreciation for a person or group who helped others.

      1.1-2 Student voiced appreciation for the hard work in a particular effort that resulted in a good performance, a good painting, etc.

      1.1-3 Student voiced admiration for a famous person who had to overcome a deprived background.

      1.1-4 Student indicated criticism to a person or group for lack of values.

   1.2 Student voiced admiration for work representative of a different culture (unless the style or method of the work is of more importance).

      1.2-1 Student stated appreciation for American Black and/or African cultural contributions.

   1.3 Student voiced appreciation for achievements or work effort of a primitive people, or of people of an earlier century.

   1.4 Student voiced admiration for the achievements or the work effort of a particular individual or a group of individuals (excluding his peers, teachers).

      1.4-1 Student admired the work of Michaelangelo.

      1.4-2 Student admired Shakespeare or his work.

      1.4-3 Student admired Beethoven, or his contribution to Western music.

      1.4-4 Student voiced admiration for a personage or group of an earlier time, who without benefit of modern knowledge or equipment, developed an elaborate concept.

1.4-5 Student voiced admiration for and a desire to work in a particular profession.

1.4-6 Student admired men responsible for advances in modern technology - e.g., research scientist.

1.4-7 Student admired political and/or social innovators.

1.5 Student demonstrated appreciation for an achievement, a work effort, or an individual by an act symbolic of respect or appreciation (other than the effort of a peer or teacher, or protecting or taking care of books).

1.5-1 Student demonstrated admiration for a religious person.

1.6 Student demonstrated appreciation for or complimented one or more peers or teachers on an ability or skill or on a specific achievement.

1.6-1 Student complimented another student for an academic achievement.

1.6-2 Student complimented a peer or teacher for a written literary attempt.

1.6-3 Student demonstrated appreciation for another student's musical achievement by a compliment, by applauding, etc.

1.6-4 Student demonstrated appreciation for another student's effort by a compliment or by copying the idea.

1.7 Student demonstrated appreciation for human beings or for the qualities unique to humans by acting to show respect or concern for another human.

1.7-1 Student helped others.

2. STUDENT DEMONSTRATED APPRECIATION OR CONCERN FOR A PARTICULAR AREA OF HUMAN ACHIEVEMENT OR FOR THE QUALITY OR MERIT OF AN EFFORT (NOTE: EXCLUDED HERE ARE INSTANCES WHERE EMPHASIS IS ON THE STUDENT'S KNOWLEDGE OR INSIGHT IN THE AREA).

2.1 Student voiced admiration for a particular area of human achievement.

2.1-1 Student voiced admiration for modern achievements in space technology.

2.1-2 Student voiced appreciation for a form of architecture.

2.1-3 Student voiced appreciation of a specific style or method of art.

2.1-4 Student voiced appreciation of a form of music.

2.1-5 Student voiced appreciation for literature, a play performance, or a movie.

2.2 Student demonstrated appreciation for nature or for an area of human achievement by attending an event, listening, reading, observing, or collecting (excepting selection of activities based on merit, quality; and instances where student informed the class of an event).

2.2-1 Student attended an art film festival, art museum, or art show.

2.2-2 Student demonstrated appreciation for literature by reading, by recommending a book to another, by reporting on a book enthusiastically, etc., (excepting instances where the student's primary motivation is to educate himself in a specific field or to make a selection of good quality literature).

2.2-3 Student listened to music (excepting instances in which the quality of the music selected is important).

2.2-4 Student took time to observe and reflect on a bulletin board display.

2.2-5 Student demonstrated appreciation of nature for itself by maintaining a collection or observing phenomena (for other than for a specific study or educational purposes); or, by not wasting or destroying a natural resource.

2.3 Student made a judgment or selected an activity, reading material, etc., based on its merit or quality.

2.3-1 Student watched a TV program with merit or educational value, or was critical of usual TV programs, or told another about a good TV program (excluding instances where watching TV is a method of investigating a specific subject).

2.3-2 Student attended movies only if they had merit, educational value, and/or moral acceptability; or criticized a movie because it lacked quality.

2.3-3 Student selected music that has merit.

2.3-4 Student chose to read good literature, or would not read pornographic literature.

2.3-5 Student selected a magazine for its educational value.

2.3-6 Student evaluated art on the basis of merit; or, would not look at pornographic pictures.

2.4 Student demonstrated appreciation for an area of human achievement by using, or by careful use of the products of information produced therein.

2.4-1 Student used a machine rather than hand operation.

2.4-2 Student used products carefully, or did not misuse or waste them.

2.4-3 Student voiced admiration for a product of modern technology, or appreciation of the conveniences available today, the "good life".

2.4-4 Student protected or took care of books or pictures, or stopped others from destroying them.

2.5 Student brought materials to class that pertained to a topic under discussion, that would help in teaching, or that would increase class appreciation (excluding instances in which the student's knowledge or explanation of an object is the important aspect).

2.5-1 Student brought a record to class with music he wanted other students to hear and enjoy.

2.5-2 Student brought pictures of paintings relevant to class discussion.

2.5-3 Student brought to class an illustration of a piece or type of literature.

2.6 Student informed the class of an event he attended, or an educational experience he had (excluding instances in which the student's knowledge or explanation of the event is the important aspect).

2.7 Student voiced appreciation for the opportunity to learn about a particular human achievement.

2.7-1 Student voiced appreciation for having learned something in music.

2.7-2 Student voiced appreciation for knowledge learned about how an object was designed or made.

3. STUDENT DEMONSTRATED KNOWLEDGE OR INSIGHT IN AN AREA OF HUMAN ACHIEVEMENT (NOTE: THIS AREA EXCLUDES INSTANCES WHERE STRESS IS PLACED ON ONGOING RESEARCH OR INVESTIGATION BY THE STUDENT).

3.1 Student demonstrated knowledge or insight in analyzing a social situation or political problem (excepting instances where student demonstrated knowledge by making a model or other object).

3.1-1 Student attempted to analyze or explain problems or differences between the teenager and the adult.

3.1-2 Student demonstrated knowledge of historical facts (excepting instances where knowledge is demonstrated by making or illustrating an object).

3.1-3 Student commented on the bad behavior of another, or acted appropriately in a social situation.

3.2 Student demonstrated knowledge or insight in analyzing a literary work or a film.

3.2-1 Student "quoted" a literary work.

3.3 Student demonstrated knowledge or insight in an area of art.

3.3-1 Student taught an art class.

3.3-2 Student recognized or identified the artist or other creative person of a particular effort.

3.4 Student demonstrated knowledge or insight in an area of music.

3.5 Student demonstrated knowledge or insight in an area of mathematics.

3.5-1 Student offered to teach math class.

3.6 Student demonstrated knowledge or insight about achievements in sports or about rules of a game.

3.7 Student demonstrated knowledge in an area of science or technology (including natural science, space science, nutrition, etc.; and excluding instances where student is using or applying information; also, excluding knowledge which is demonstrated by the making of an object).

Goal 9/Effective

4. STUDENT DEMONSTRATED AN INTEREST IN LEARNING ABOUT AN AREA OF HUMAN ACHIEVEMENT (NOTE: THIS AREA EXCLUDES A STUDENT'S TEACHING A CLASS, OR TAKING LESSONS IN A FIELD).

4.1 Student obtained information on the contributions of a group of people.

4.1-1 Student collected information or gave an oral report on famous negroes; contributions made by Blacks.

4.1-2 Student prepared material that illustrated the achievements of a past or primitive culture.

4.2 Student investigated a specific person and his achievements (excluding instances where the student's major interest was in the field of achievement rather than the person).

4.2-1 Student, learning about a person, obtained additional information of the person for himself and/or the class.

4.2-2 Student informed the class about a famous person and his achievements.

4.2-3 Student prepared material on a famous person.

4.3 Student educated himself or others in the area of music by investigating specific personalities or events.

4.4 Student educated himself or others in a literary field by investigating specific personalities or events.

4.4-1 Student, hoping to increase class appreciation, read a poem to his classmates.

4.4-2 Student suggested that the class attend a play.

4.4-3 Student wrote a report on a poet.

4.5 Student educated himself or others in an area of the fine arts by investigating personalities or events (excluding attendance at an event).

4.6 Student studied an aspect of mathematics or science by reading, experimenting, collecting, watching TV, etc., (including natural science, air science, applied mathematics, etc., but excluding experimentation by making a model or other object).

4.6-1 Student spent his extra time learning applied mathematics.

4.6-2 Student investigated an aspect of space science (excluding instances where the student informs the class after watching or investigating).

4.6-3 Student investigated an aspect of nature by conducting experiments, studying, reading, taking educational trips, etc., (excluding instances when an activity is done primarily because of an appreciation for an aspect of nature).

4.7 Student educated himself in a social, psychological, historical or political area by investigating written material, conducting experiments, watching relevant TV programs, etc., (excluding investigation of the contributions of a people, different in race or era of history).

4.7-1 Student conducted a psychological experiment.

4.9 Student demonstrated an interest in learning by asking questions in class or requesting demonstrations or lessons; or by showing an interest in libraries, etc.

4.9-1 Student asked a question in a discussion or of a teacher to better understand a specific concept, achievement, or to produce a better work effort of his own.

4.9-2 Student requested or paid attention during a class demonstration.

4.9-3 Student requested lessons in an area of human achievement.

4.9-4 Student asked permission to go, or went to a library; or established his own library.

4.10 Student suggested an activity to his parents that would increase their appreciation in some area.

Goal 9/Effective

5. STUDENT ATTEMPTED TO OR DID ACHIEVE IN A FIELD OF HUMAN ENDEAVOR, OR DEMONSTRATED A DESIRE FOR QUALITY IN HIS WORK EFFORT.

5.1 Student took lessons in a field of human endeavor (excluding a stated desire to take lessons).

5.1-1 Student took music lessons.

5.1-2 Student, taking music lessons, selected an instrument that afforded more merit or quality.

5.1-3 Student took art lessons (excluding instances in which the important aspect is an original effort).

5.2 Student participated in a musical endeavor.

5.2-1 Student played a musical instrument before the class.

5.2-2 Student attempted to write a musical composition.

5.2-3 Student participated in an orchestra or band.

5.3 Student participated in an artistic endeavor.

5.3-1 Student added or carried out an artistic effort as part of an assignment.

5.3-2 Student made decorations or a poster.

5.4 Student made or repaired something (including items which require or demonstrate knowledge in a field).

5.4-1 Student sewed an item.

5.5 Student acted in some form of drama.

5.6 Student took a job in an area of human achievement.

5.7 Student successfully did difficult gymnastic stunts or athletic endeavors.

5.8 Student wrote an original literary effort.

5.8-1 Student wrote new words to a song.

5.9 Student acted to attain a personal achievement or goal.

5.9-2 Student worked for or attained his career goals.

5.10 Student performed activities that required leadership, interacting and organizing people.

SUMMARY OF THE AREAS OF INEFFECTIVE BEHAVIOR

Goal 9: Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

1. STUDENT FAILED TO ADMIRE OR RIDICULED THE WORTHY ACHIEVEMENTS, WORK EFFORTS, OR PERSONAL ATTRIBUTES OF AN INDIVIDUAL OR GROUP: OR HE ADMIRED INAPPROPRIATE OR UNWORTHY ENDEAVORS.

2. STUDENT DEMONSTRATED A LACK OF APPRECIATION OR CONCERN FOR A PARTICULAR AREA OF HUMAN ACHIEVEMENT OR FOR THE QUALITY OR MERIT OF AN EFFORT (NOTE: THIS AREA EXCLUDES INSTANCES THAT STRESS A LACK OF KNOWLEDGE AS WELL AS A LACK OF APPRECIATION).

3. STUDENT DEMONSTRATED A LACK OF KNOWLEDGE OR INSIGHT IN AN AREA OF HUMAN ACHIEVEMENT.

4. STUDENT DEMONSTRATED A LACK OF INTEREST IN STUDYING OR LEARNING ABOUT AN AREA OF HUMAN ACHIEVEMENT.

5. STUDENT, ATTEMPTING A WORK EFFORT, DID NOT TRY TO ACHIEVE MAXIMUM SUCCESS, OR WAS UNCONCERNED ABOUT THE QUALITY OF HIS EFFORT.

0. MISCELLANEOUS.

   0.1 Miscellaneous, Goal 9 Ineffective.

   0.2 Miscellaneous, other than Goal 9 Ineffective.

Goal 9. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

CATEGORIES OF INEFFECTIVE BEHAVIOR

1. <u>STUDENT FAILED TO ADMIRE OR RIDICULED THE WORTHY ACHIEVEMENTS, WORK EFFORTS, OR PERSONAL ATTRIBUTES OF AN INDIVIDUAL OR GROUP; OR HE ADMIRED INAPPROPRIATE OR UNWORTHY ENDEAVORS</u>.

1.1 Student failed to show appreciation for a worthy personal attribute of another.

1.4 Student showed a lack of appreciation for the work effort of an individual or group, ridiculed the work effort of a respected person, or admired an unworthy individual (excluding a student's peers or teachers).

1.4-5 Student admired an unworthy profession (but did not state a desire to work in the profession).

1.5 Student demonstrated lack of respect for a worthy, well-known person.

1.5-2 Student defaced or destroyed a picture of a leader of another race.

1.5-3 Student did not participate in acts of respect for a national leader.

1.6 Student demonstrated a lack of appreciation for an achievement or work efforts of a teacher or peer.

1.6-5 Student inappropriately criticized or ridiculed the effort of another.

1.6-7 Student destroyed the work of a peer or teacher.

1.7 Student demonstrated a lack of respect for human beings, or a lack of concern for others.

2. STUDENT DEMONSTRATED A LACK OF APPRECIATION OR CONCERN FOR A PARTICULAR AREA OF HUMAN ACHIEVEMENT OR FOR THE QUALITY OR MERIT OF AN EFFORT. (NOTE: THIS AREA EXCLUDES INSTANCES THAT STRESS A LACK OF KNOWLEDGE AS WELL AS A LACK OF APPRECIATION.)

2.1 Student voiced a lack of appreciation for achievements in a particular field (including specific professions, i.e., politicians, scientists, etc.)

2.1-1 Student voiced a lack of appreciation for space achievements.

2.1-3 Student voiced a lack of appreciation for art.

2.1-4 Student voiced a lack of appreciation for a particular type of music.

2.1-5 Student voiced a lack of appreciation for literature or a type of literary effort.

2.1-6 Student voiced a lack of appreciation for sewing, its usefulness, or as an achievement.

2.2 Student demonstrated lack of appreciation for an area of human achievement by misbehavior, or failure to pursue an activity.

2.2-1 Student, while attending an art event, demonstrated a lack of appreciation for art.

2.2-2 Student did not read, did not use library facilities, or destroyed reading material (excluding instances where the study of literature was verbally belittled).

2.2-3 Student misbehaved or was inattentive during an artistic performance (excluding instances of misbehavior while participating in a performance).

2.3 Student selected activities, events to attend, or reading material that lacked merit or quality.

2.3-1 Student watched insignificant TV programs (including instances where an educational TV program was avoided).

2.3-4 Student selected reading matter with no concern for merit or read insignificant material.

Goal 9/Ineffective

3. STUDENT DEMONSTRATED A LACK OF KNOWLEDGE OR INSIGHT IN AN AREA OF HUMAN ACHIEVEMENT.

3.1 Student demonstrated a lack of insight or knowledge about a social, political, or historical problem.

3.2 Student demonstrated lack of insight or knowledge in evaluating or discussing a literary effort.

3.4 Student demonstrated lack of knowledge about music.

3.7 Student demonstrated lack of knowledge or insight in an area of science.

3.8 Student, asked to discuss a famous person, could think of no one who was significant.

3.8-1 Student did not know any famous Negro who made contributions.

3.9 Student, when asked about a particular famous person, had no knowledge of him or his achievements.

Goal 9/Ineffective

4. STUDENT DEMONSTRATED A LACK OF INTEREST IN STUDYING OR LEARNING ABOUT AN AREA OF HUMAN ACHIEVEMENT.

4.1 Student demonstrated a lack of knowledge, appreciation, or interest in learning about the contributions or life style of a culture different from his own.

4.1-1 Student did not want to learn about and ridiculed black history or African culture.

4.4 Student indicated that he did not want to study literature.

4.4-1 Student did not want to study poetry.

4.6 Student indicated that he did not want to study a science (includes chemistry, natural sciences, etc.).

4.6-2 Student did not want to discuss space achievements.

4.7 Student indicated that he did not want to study social studies.

4.8 Student demonstrated a lack of interest in studying a specific topic or skill (other than those mentioned in other categories).

4.8-1 Student did not want to study grammar or writing skills.

Goal 9/Ineffective

5. STUDENT, ATTEMPTING A WORK EFFORT, DID NOT TRY TO ACHIEVE MAXIMUM SUCCESS, OR WAS UNCONCERNED ABOUT THE QUALITY OF HIS EFFORT.

5.2 Student misbehaved while participating in a musical endeavor.

5.3 Student did not participate fully in an artistic endeavor.

5.3-3 Student traced rather than trying an original art effort.

5.4 Student was less than successful in a building or making endeavor.

5.4-1 Student, assigned a project, selected a topic or product that lacked in worth.

5.4-2 Student, assigned a project, made something aesthetically unpleasing, or of poor design.

5.8 Student, attempting a written effort, fell short of expectations.

5.8-1 Student, given the choice of a subject for a research report, selected a subject that lacked in worth.

5.9 Student did not act to attain a personal achievement or goal.

5.9-1 Student did not attempt or complete an assignment.

5.9-2 Student stated a desire to work in an unworthy profession.

RATIONALE

Goal Nine - Area 1

STUDENT ADMIRED THE ACHIEVEMENTS, WORK EFFORTS, OR PERSONAL ATTRIBUTES OF AN INDIVIDUAL OR GROUP.

Description

Student behaviors in this area are, in general, verbal. Appreciation of an individual is based on his personal attributes, actions, or activities if they reflect admirable attitudes such as helping others, successful performances, overcoming obstacles. Students manifest admiration for and an interest in work representative of other cultures. Students express appreciation for the contributions to civilization by people of earlier times as well as admiration of the achievements of specific individuals such as Michaelangelo, Shakespeare, and Beethoven. Students are as impressed with the accomplishment of men who without benefit of modern knowledge and equipment developed an elaborate concept, as they are with today's leaders in science, politics, and religion. In some instances students express a desire to work in a particular profession. Students note and compliment both teachers and peers on their particular abilities, skills, or specific achievements. Students express awareness, respect and concern for other human beings.

Analysis

Behaviors in this area occur in all disciplines as a result of class discussions, questions, and assignments. Such observations by a student are dependent upon the ability to assimilate and associate concepts previously encountered in his educational career. In making observations, the student demonstrates his ability to pass judgment on the author's statement. He demonstrates his ability to make comparisons as well as generalizations. In volunteering verbal statements a

RATIONALE

Goal Nine - Area 1

student exhibits self-confidence in his ability to interpret the printed word and at the same time experiences a feeling of satisfaction. Such statements on the part of the student indicates his understanding of others, as in Goal Two. Participation in classroom discussion is indicative of interest and attention on the part of the student and may spur further observations and interest of his peer group. The student manifests adroitness in sensing cause and effect that will carry over into his adult life. Vocational goals develop as an outcome of students becoming aware of the opportunities open to them, as in Goal eight. Growth is reflected by interaction with others through behaviors such as making compliments,,rendering applause, adapting the ideas of others, offering help--each a stepping stone toward maturity.

Application

Teachers may attempt to instill in the students an appreciation of or knowledge about the achievements, contributions, accomplishments of individuals, of a group, or of an entire area. After a teacher has taught, discussed, pointed out, etc., the accomplishments of particular persons, or arranged for or encouraged the study of certain individuals, he can encourage the students to appraise the value of their contributions to civilization. By emphasizing an appreciation for excelling, quality, etc., a teacher can aid students in becoming discriminating observers. Verbal response gives the teacher the opportunity to correct mistaken impressions or opinions but, in general, the teacher should avoid challenging or correcting a student's opinion as it relates to the arts. Students can be encouraged to discuss achieve-

ments of a particular nation or people, or be encouraged to learn more about certain minority or oppressed peoples.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2, 7 and 8.

RATIONALE

Goal Nine - Area 2

STUDENT DEMONSTRATED APPRECIATION OR CONCERN FOR A PARTICULAR AREA OF HUMAN ACHIEVEMENT OR FOR THE QUALITY OR MERIT OF AN EFFORT.

Description

Behaviors in this area included verbal comments of admiration on human achievement such as space technology, architecture, art, music, and drama. Appreciation is demonstrated by students attending events featuring art; reading and recommending books; listening to music; observing bulletin board displays; and through collecting and observing natural phenomena. Students demonstrate judgment in selection of television programs, movies, literature, music, and art. They show care in the use of the products of human achievement. Students bring pertinent materials to school to share with the class as well as verbally sharing their experiences. Students express their appreciation for the opportunity to learn about various human achievements.

Analysis

Behaviors in this area occur in a wide range of settings. Students make value judgments by identifying what is important to them. To do this students demonstrate their acquisition of precise and specific information. Students demonstrate knowledge of the ways of organizing, studying, judging, and criticizing, including methods of inquiry. Given the appropriate opportunity, students demonstrate awareness of aesthetic factors found in architecture, art, music, drama, and literature. Students demonstrate they have developed consciousness of objects about them. Students must be willing to admit the value of education and to actively participate by sharing not only material things such as records, pictures, etc., but also their ideas, attitudes, and beliefs. Such

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RATIONALE

Goal Nine - Area 2

[illegible] can be considered as concrete evidence that students are formulating a philosophy of life.

Goal 9

In giving students an honest discriminating picture of the [illegible] in recognizing their strengths in realistic surroundings, having [illegible] students with a clearly demonstrable [illegible] [illegible] [illegible]

RATIONALE

Goal Nine - Area 3

STUDENT DEMONSTRATED KNOWLEDGE OR INSIGHT IN AN AREA OF HUMAN ACHIEVEMENT.

Description

In this area students demonstrate knowledge or insight in analyzing a social or political problem such as, explaining problems or differences between the teenager and adult; knowledge of historical facts; comments on behavior of peers. Students demonstrate knowledge and insight in all areas of the fine arts as well as mathematics, science, and sports. Students, on occasion, demonstrate their mastery of a subject by teaching a class.

Analysis

Behaviors in this area indicate the student has acquired a fund of knowledge in a given discipline such as history, art, music, literature, science, mathematics, nutrition, etc., plus the ability to recognize basic elements and relationships. In addition, he is able to communicate his understanding of their meanings. Some student has the ability to plan a unit of instruction for a particular teaching situation. Others show skill in comprehending the interrelationships of the ideas expressed in stories read or seen, while others demonstrate the ability to interpret and explain the rules of a game.

Application

Teachers can elicit behaviors in this area by allowing time for discussion. Controversial subjects might be introduced through play acting, debates, panel discussions, etc. Films, records, pictures and other visual aids can effectively be used as the focal point for analysis or for testing students knowledge and interpretative skills.

RATIONALE

Goal Nine - Area 3

Opportunities for students to demonstrate their mastery of a subject as "teacher of the day" gives the observer a chance to assess not only the students' knowledge, but also their communication and organizational skills.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 7, and 8.

RATIONALE

Goal Nine - Area 4

STUDENT DEMONSTRATED AN INTEREST IN LEARNING ABOUT AN AREA OF HUMAN ACHIEVEMENT.

Description

The behaviors in this area are closely allied to Goals Four and Seven. Students demonstrate an interest in learning about specific areas of human achievement by collecting, preparing, and illustrating information gleaned from sources other than the text. Students conduct personal interviews and investigate famous people, past and present events, then prepare oral or written reports to share with the class. Included in their search for knowledge are ethnic groups, musicians, authors, artists, actors, etc. On occasion students make a suggestion to the class or parents of an activity that would add real life experience to their vicarious knowledge. Self-education in mathematics and science result from active involvement through reading, watching television, field trips, etc. In social, psychological, historical, and political areas, students further their knowledge through use of the library, relevant television programs, experiments, etc. Interest in learning is shown by asking questions, requesting demonstrations, using and establishing one's own library, and involving parents.

Analysis

Behaviors in this area are concerned with students' responses to certain phenomena and stimuli; that is, they are attentive to the teacher and other media. They are able to make associations and applications of their knowledge. They are aware of other sources of knowledge. Such students learn by doing. It is likely that they have acquired proficient study skills, which they voluntarily apply to sate

their curiosity. Such behavior is probably rewarded by a feeling of satisfaction and accomplishment. Such students derive pleasure from reading, experimentation, and conversation.

Application

The teacher may encourage a student's special interest in a subject by giving him additional help in his effort. The teacher might encourage a student to do independent study, additional work, research, etc., on a topic, including a topic of special interest to the student, and including both student-initiated and teacher-initiated work. The teacher can make a student aware of material related to his subject of interest. When the student expresses an interest in a subject, the teacher can give him or let him use additional books or other material on the subject. When the student shows interest in a particular subject, the teacher can help him locate additional material or information on the subject. It might be useful in some cases to suggest that the student enter a competition or participate in a special extracurricular program. The teacher can perform an experiment or demonstration, or let students perform the experiment.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 2, 7, and 8.

RATIONALE

Goal Nine - Area 5

STUDENT ATTEMPTED TO OR DID ACHIEVE IN A FIELD OF HUMAN ENDEAVOR, OR DEMONSTRATED A DESIRE FOR QUALITY IN HIS WORK EFFORT.

Description

The behaviors in this area represent active participation in an effort to achieve in a field of human endeavor such as music, art, drama, literary endeavors, physical and vocational activities. The creative behaviors reported in this area parallel those reported in Goal Seven.

Analysis

Behaviors in this area occur in all disciplines. Having acquired the basic skills and understanding of a given discipline the student applies his talent creatively. Such students derive enjoyment from self-expression through such media as creative writing, music, arts and crafts. Such endeavors provide personal enrichment. Behaviors in this area imply that the student values his talent and is willing to be identified with it. Once committed to a task, talented students generally see it through to completion. They have faith in their own ability to create a quality product. Motivated by success in their endeavors such skills may be pursued as a lifetime career or hobby.

Application

Teachers can encourage or make opportunities for the students to express or think about their feelings or reactions; and can encourage or have the class create an experience, a presentation, dramatization, puppet show. The teacher can make opportunities for the students to express their talent and skill through creative endeavors. It may be helpful to have the class do or participate in a project, such as writing

their own newspaper. The teacher can encourage the student to pursue his interest in music, art, drama, writing, sewing, athletic endeavors, etc. The teacher can suggest participation in competition or extra curriculum programs. By providing encouragement and extra help the teacher can help the student obtain his goal.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 2 and 3. See also Goal Seven, Area 5.

SUMMARY OF TEACHER STRATEGIES

Goal Nine

1. TEACHER AIDED STUDENTS IN BECOMING DISCRIMINATING PERSONS.

2. TEACHER ENCOURAGED A STUDENT'S SPECIAL INTEREST IN A SUBJECT, INCLUDING GIVING HIM ADDITIONAL HELP IN HIS EFFORT.

3. TEACHER USED EFFECTIVE TEACHING TECHNIQUES.

4. TEACHER AIDED STUDENTS IN DEVELOPING A SENSE OF RESPONSIBILITY OR IN DEVELOPING THEIR TALENTS.

5. TEACHER DEALT WITH STUDENTS HAVING BEHAVIOR OR ADJUSTMENT PROBLEMS, OR SERIOUS LEARNING DIFFICULTIES.

6. TEACHER WORKED TO CHANGE A STUDENT'S NEGATIVE ATTITUDE TOWARD A PARTICULAR SUBJECT OR AREA, OR GAVE ACADEMIC HELP TO A STUDENT WHO NEEDED IT.

7. TEACHER ATTEMPTED TO INSTILL IN THE STUDENTS AN APPRECIATION OF OR KNOWLEDGE ABOUT THE ACHIEVEMENTS, CONTRIBUTIONS, OR ACCOMPLISHMENTS OF INDIVIDUALS OR GROUPS.

8. TEACHER TAUGHT OR DISCUSSED A SUBJECT IN THE NATURAL SCIENCES, THE SOCIAL SCIENCES, THE HUMANITIES, OR THE ARTS.

TEACHER STRATEGIES

Goal Nine

1. TEACHER AIDED STUDENTS IN BECOMING DISCRIMINATING PERSONS.

1.1 Teacher tried to emphasize an appreciation for excellence, quality, etc.

1.2 Teacher recommended or tried to expose students to quality activities, books, TV programs, etc.

1.3 Teacher exposed students to educational or cultural activities by taking them on field trips, suggesting they watch a specific program on TV, suggesting they attend a play or concert, etc.

1.4 Teacher aided students in discriminating the worthy from the unworthy or in thinking about this.

1.4-1 Teacher aided students in becoming critics, by setting standards or criteria, by pointing out qualities of the good and the poor, by showing them something good and contrasting it with something poor, by teaching the nature of criticism, by having student develop a rating scale for evaluating, etc.

1.4-2 Teacher saw to it that students discussed that which was to be judged.

1.4-3 Teacher asked or required students to evaluate something--a TV program, book, picture, product--or to compare two things as a means of evaluation.

1.5 Teacher encouraged students not to believe or accept everything they read, see or hear.

1.5-1 Teacher made students aware of some of the false implications of commercials, advertising, etc.

1.6 Teacher presented his viewpoint on what was or was not morally objectionable.

1.6-1 Teacher pointed out that the human body or artistic representatives of it are not "dirty".

1.7 Teacher challenged a student's opinion, or corrected a mistaken impression or opinion.

TEACHER STRATEGIES

Goal Nine

2. TEACHER ENCOURAGED A STUDENT'S SPECIAL INTEREST IN A SUBJECT, INCLUDING GIVING HIM ADDITIONAL HELP IN HIS EFFORT.

2.1 Teacher encouraged a student to do independent study, additional work, research, etc. on a topic.

2.1-1 Teacher aided a studen. with his project or report, including suggesting a topic and providing encouragement.

2.2 Teacher made student aware of material related to his subject of interest.

2.2-1 Teacher, when student expressed an interest in a subject, gave student or let him use additional books or other material on the subject.

2.2-2 Teacher, when student was interested in a particular subject, helped him locate additional material or information on the subject.

2.2-3 Teacher pointed out where additional information or material on a particular subject can be found.

2.3 Teacher suggested student enter a competition or participate in a special extracurricular program.

3. TEACHER USED EFFECTIVE TEACHING TECHNIQUES.

3.1 Teacher had or arranged for a visitor or guest speaker.

3.2 Teacher used audio-visual aids in the classroom.

3.3 Teacher performed an experiment, demonstration, etc. or let students perform the experiment.

3.4 Teacher encouraged or made opportunities for the students to express or think about their feelings or reactions.

3.5 Teacher encouraged or had a class create an experience, a presentation, dramatization, puppet show, etc.

3.6 Teacher had students create, write, paint, etc. on their own.

3.6-1 Teacher had or helped students create their own props, instruments, etc. for their presentation.

3.7 Teacher had a class do or participate in a project, including having their own newspaper.

TEACHER STRATEGIES

Goal Nine

4. TEACHER AIDED STUDENTS IN DEVELOPING A SENSE OF RESPONSIBILITY OR IN DEVELOPING THEIR TALENTS.

4.1 Teacher appointed or allowed a student to be in a position of authority, e.g., chairman, club officer, leader, etc.

4.2 Teacher gave a student a task, a responsibility, etc.

4.3 Teacher had or allowed a student to perform, to talk, to teach, to do a demonstration, to display his own work, etc. before the class.

4.4 Teacher provided encouragement to a student who had talent or a specific career interest.

4.5 Teacher tried to make student aware of the value, particularly to other humans, of precautionary and preventive health and safety measures.

5. TEACHER DEALT WITH STUDENTS HAVING BEHAVIOR OR ADJUSTMENT PROBLEMS, OR SERIOUS LEARNING DIFFICULTIES.

5.1 Teacher attempted to give insight into the nature of human behavior, the value of life and human beings, or pointed out the way one should treat others.

5.1-1 Teacher requested the students help in aiding a particular student who was having adjustment or learning problems.

5.2 Teacher, when a student was a behavior problem or had difficulties with social adjustment, talked to the student privately.

5.3 Teacher, when a student had a habit of behaving inappropriately in a particular way, pointed out this same fault in others, or arranged for the guilty student to be in a position where he would have to experience the effects of this type of behavior by others.

5.4 Teacher pointed out the consequences of certain inappropriate behavior, or showed a student others who are less fortunate.

5.5 Teacher, when student was a behavior problem or had difficulties with social adjustment, gave him a classroom task, some responsibility or authority, an opportunity to display his talent, etc.

5.6 Teacher tried to make a student feel more at ease or helped him to increase his interactions with the other students.

5.7 Teacher tried to calm a student who was upset.

5.8 Teacher punished a student for inappropriate behavior, or promised him a reward if he stopped his inappropriate behavior.

5.9 Teacher, when a student was having learning difficulties, arranged for him to do work within the limits of his ability.

5.10 Teacher, when a student was doing very poorly in school got the student involved in some non-academic activity.

5.11 Teacher tried to get a student to accept or be proud of his racial or ethnic background.

5.12 Teacher tried to make death easier to accept.

6. TEACHER WORKED TO CHANGE A STUDENT'S NEGATIVE ATTITUDE TOWARD A PARTICULAR SUBJECT OR AREA, OR GAVE ACADEMIC HELP TO A STUDENT WHO NEEDED IT.

6.1 Teacher pointed out the similarities between something from the past and something used or taught today, or between two different types of media.

6.2 Teacher capitalized on a student's personal preferences or interests to increase his interest, performance, or skill in another area or in school in general.

6.3 Teacher had a student find out, or make a list of the ways in which subject is used in everyday living or in a certain career field.

6.4 Teacher pointed out why knowledge in or about a particular subject, exercise, or school in general, is important, relevant, or useful.

6.5 Teacher, when students were uninterested in a course, tried to make the course more relevant.

6.6 Teacher insisted a student do a particular assignment or duty even though he did not want to, or got him more involved in doing work in the course.

6.7 Teacher pointed out that people have differing interests.

6.8 Teacher, when a student lacked skill or interest in an area of the communciation arts, gave him a set of responsibilities or a leadership position.

6.9 Teacher, when a student was having difficulty with material, doing an assignment, etc., reviewed it with the student or gave him extra help or explanation.

6.10 Teacher, when a student could not understand a principle, performed a demonstration using materials relevant to student's life or used a learning aid.

6.11 Teacher used competition in the classroom or between students to increase skill or interest in a subject.

6.12 Teacher answered a student's questions frankly.

7. TEACHER ATTEMPTED TO INSTILL IN THE STUDENTS AN APPRECIATION OF OR KNOWLEDGE ABOUT THE ACHIEVEMENTS, CONTRIBUTIONS, OR ACCOMPLISHMENTS OF INDIVIDUALS OR GROUPS.

7.1 Teacher taught, discussed, pointed out, etc. the accomplishments of particular persons, or arranged for or encouraged the study of certain individuals.

7.2 Teacher discussed achievements in the natural sciences or by scientists.

7.2-1 Teacher discussed the achievements of the space program and/or of those involved in the space program.

7.3 Teacher discussed achievements in the arts.

7.4 Teacher discussed achievements of a particular nation other than the United States or people of a particular nation.

7.5 Teacher discussed the achievements of certain minority or oppressed people of the United States--the Blacks, Indians, Women.

7.6 Teacher discussed achievements of the past, or achievements of modern man.

8. TEACHER TAUGHT OR DISCUSSED A SUBJECT IN THE NATURAL SCIENCES, THE SOCIAL SCIENCES, THE HUMANITIES, OR THE ARTS.

8.1 Teacher taught or had a discussion about a subject in the natural sciences area.

8.1-1 Teacher tried to develop a respect for animals or the environment, including the proper way to treat each.

8.1-2 Teacher pointed out advances made possible by certain scientific achievements, or pointed out the usefulness or importance of certain inventions, machines, technological advances, etc.

TEACHER STRATEGIES

Goal Nine

8.2 Teacher taught or had a discussion about a subject in the social sciences area.

8.3 Teacher taught or had a discussion about a subject in the humanities area.

8.3-1 Teacher used music to create an interest in poetry or used music as an aid to develop imagination, written communication skills, etc.

8.3-2 Teacher aroused student's interest in poetry or other written material, by reading with much expression, or by using recordings done with expression.

8.3-3 Teacher read to students to expose them to a type of literature, to increase their desire to read more, to increase their appreciation of literature for enjoyment, to make them discriminating readers, to give them moral training, etc.

8.4 Teacher taught or had a discussion about a subject in the area of the arts.

ED 063377

BOOKLET 9–A
NEEDS ASSESSMENT

QUALITY EDUCATION PROGRAM STUDY

UNDERSTANDING HUMAN ACCOMPLISHMENT

PENNSYLVANIA
GOAL NINE

AN ESEA TITLE III PROJECT
COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction
IN COOPERATION WITH:
The Pennsylvania Department of Education

JUNE 1971

47

BOOKLET 9–A
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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

TABLE OF CONTENTS

	Page
Acknowledgements	i
Preface	iii
Introduction	iv
Project Reports	vii
Needs Assessment Instruments	1
Purpose of Needs Assessment Instruments	2
How to Use General Needs Assessment	3
General Needs Assessment - Goal Nine	5
How to Use Individual Needs Assessment	6
Individual Needs Assessment - Goal Nine	7
Analysis of Instruments	12
Instruments - Goal Nine	23
Index - Goal Nine	26

ED 063377

NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument is comprised of sixty-three (63) area behavioral statements which encompass all of the Ten Goals of Quality Education. These area statements capsulize the various behaviors of the category scheme derived from student behaviors reported by teachers, parents and students.

Individual — The individual needs assessment instrument is a compilation of the behavior statements taken from the category scheme. These phrases or statements have been edited to accommodate their usage by elementary age children. (The individual needs assessment will be found for the appropriate goal in booklets 1A through 10A).

Test Instrument — The test instruments are a compilation of available tests relating to the Ten Goals of Quality Education. (The test instruments will be found for the appropriate goal in booklets 1A through 10A).

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PURPOSE OF NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. The need for such assessment may be generated as a result of the Pennsylvania State Quality Assessment Program, or a self-initiated need to identify strengths of the educational program or to identify areas in which greater concentration may be deemed advisable. This instrument could also serve as a medium to acquaint constituents (parents and students) with the Goals of Quality Education.

Individual — The individual needs assessment instrument is designed primarily for student use, under the direction of the teacher. The purpose would be the individual student assessment of his behavior relating to the specific behavioral categories of one or more of the Goals of Education.

HOW TO USE THE GENERAL NEEDS ASSESSMENT INSTRUMENTS

General

This instrument is designed for parent, student, teacher and administrative use, or any combination of these.

The instrument included in this booklet has a rating scale from "most important" through "least important" with accompanying numerals five (5) through one (1). For illustrative purposes, let us assume a school district would request a community group to identify (in their opinion) the most important things the school is or should be accomplishing.

The group would be instructed to read the statement in bold print and the clarifying material below. They should then determine the importance of the area by placing a check above the number representing the priority they consider appropriate in that area. Tabulation would consist merely of adding the total scores for each area. The areas having the highest total score would reflect the group's priority relating to the school program.

Another approach for the use of this instrument would be to transcribe each statement and explanation on separate cards. This would allow the user to sort the items into priority stacks. Five envelopes could be provided and labeled "most important" through "least important".

There are some advantages to using cards. If the school district would utilize the instrument with several groups, or more than once with one group, the cards can be used and reused since no pencil checking is involved. A "free sort" would

simply require the placing of the cards in the appropriately labeled envelope and the tabulation would be the same as the check list tabulation. This "free sort" method might be desirable to compare priority ratings of different groups.

If a district desires, it can structure the sorting process by a "forced sort". The "forced sort" could require equal numbers of cards in each priority envelope or specify a number not to be exceeded in the "most important" and "least important" envelopes and let the others fall somewhere in the three remaining categories of "important", "average importance" or "marginal importance". The "forced sort" would force a few, manageable, top priority items for the school district to determine a course of action to pursue.

School districts may want to compare goal priorities of college oriented parents vs. another group or the school staff itself. Obviously, discretion must be practiced if comparisons are to be made outside of the school community.

The above illustrations allow school districts flexibility for local uses and needs. They are simply illustrations. Local districts may create innovative approaches with the material for their own use.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

Quality Education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Areas 1, 2 - SHOWS APPRECIATION FOR ACHIEVEMENTS OF OTHERS. Shows appreciation for the great artists, writers, and musicians and the hard work needed to excel; attends concerts, art shows, museums, selects good books, music and motion pictures.	1	2	3	4	5
Area 3 - HAS KNOWLEDGE IN AREA OF HUMAN ACHIEVEMENT. Shows knowledge by repeating lines of a book, poem or story; teaches or offers to teach a class; knows history facts; explains differences between teenagers and adults.	1	2	3	4	5
Area 4 - SHOWS INTEREST IN LEARNING ABOUT HUMAN ACHIEVEMENTS. Collects information on accomplishments of a person, race or group of people; studies on own about persons or events; asks questions; went to library to learn about achievements of people.	1	2	3	4	5
Area 5 - TRIES OR ACHIEVES IN A FORM OF HUMAN ENDEAVOR. Takes music, art or dance lessons; writes new words to a song; performs in a musical, art or athletic group.	1	2	3	4	5

HOW TO USE THE INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

This instrument is designed for self-evaluation or assessment by students. The teacher may select one of the ten Goals of Quality Education, distribute the instrument for that Goal and request the students to place a check above the corresponding number representing "always" through "never". Evaluation of the check lists would reveal the individual strengths and weaknesses relative to a particular goal.

Those behaviors receiving low scores would indicate both to the student and teacher behavioral goals to which the student should aspire. Pursuit of these goals could entail teacher-student planning of mini-units of study or projects to bring about the desired behavior. On the basis of this, teachers could collaborate on developing units of study or projects to accommodate those students who scored low on the various behavioral items.

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

Quality Education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 1 - SHOWS APPRECIATION FOR ACHIEVEMENTS OF OTHERS.					
1.1 Voices appreciation for a person or a group based on their personal attributes.	___ 1	___ 2	___ 3	___ 4	___ 5
1.2 Admires work which represents a different country.	___ 1	___ 2	___ 3	___ 4	___ 5
1.3 Admires work of people of an earlier century or primitive people.	___ 1	___ 2	___ 3	___ 4	___ 5
1.4 Admires achievements or work effort of a certain person or group of persons.	___ 1	___ 2	___ 3	___ 4	___ 5
1.5 Admires a religious person.	___ 1	___ 2	___ 3	___ 4	___ 5
1.6 Compliments a classmate or teacher on an ability or skill or on a certain achievement.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 2 - SHOWS APPRECIATION FOR ACHIEVEMENTS OF OTHERS.					
2.1 Admires a certain area of human achievement.	1	2	3	4	5
2.2 Shows appreciation for nature or for an area of human achievement by attending an event, listening, reading, observing, or collecting.	1	2	3	4	5
2.3 Makes a judgment or selects an activity, reading material, etc., based on how good it is.	1	2	3	4	5
2.4 Shows appreciation for an area of human achievement by using the products and information of same.	1	2	3	4	5
2.5 Brings materials to class that relate to topic of discussion, that will help in teaching, or that will increase class appreciation.	1	2	3	4	5
2.6 Tells class about an event he went to, or an educational experience he had.	1	2	3	4	5
2.7 Appreciates the opportunity to learn about a certain human achievement.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 3 - HAS KNOWLEDGE IN AREA OF HUMAN ACHIEVEMENT.					
3.1 Demonstrates knowledge in figuring out a social situation or political problem.	___ 1	___ 2	___ 3	___ 4	___ 5
3.2 Shows knowledge by figuring out a written work or a film.	___ 1	___ 2	___ 3	___ 4	___ 5
3.3 Shows knowledge in the area of art.	___ 1	___ 2	___ 3	___ 4	___ 5
3.4 Demonstrates knowledge in area of music.	___ 1	___ 2	___ 3	___ 4	___ 5
3.5 Demonstrates knowledge in area of math.	___ 1	___ 2	___ 3	___ 4	___ 5
3.6 Demonstrates knowledge about achievements in sports or about rules of a game.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 4 - SHOWS INTEREST IN LEARNING ABOUT HUMAN ACHIEVEMENTS.					
4.1 Obtains information on contribution of a group of people.	___ 1	___ 2	___ 3	___ 4	___ 5
4.2 Studies carefully about a certain person and his achievements.	___ 1	___ 2	___ 3	___ 4	___ 5
4.3 Educates himself or others in the area of music by finding out about certain people or events.	___ 1	___ 2	___ 3	___ 4	___ 5
4.4 Educates himself or others in literature by carefully studying certain persons or events.	___ 1	___ 2	___ 3	___ 4	___ 5
4.5 Educates himself or others in an area of fine arts.	___ 1	___ 2	___ 3	___ 4	___ 5
4.6 Spends spare time learning about math.	___ 1	___ 2	___ 3	___ 4	___ 5
4.7 Teaches himself in a social, psychological, historical, or political area by looking at written material, doing experiments, watching related TV programs, etc.	___ 1	___ 2	___ 3	___ 4	___ 5
4.9 Shows an interest in learning by asking questions in class or asking for demonstrations or lessons.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

		Never	Seldom	Usually	Often	Always
		1	2	3	4	5
Area 5 - TRIES OR ACHIEVES IN A FORM OF HUMAN ENDEAVOR.						
5.1	Takes lessons in a field of human endeavor (music lessons, for instance).	___ 1	___ 2	___ 3	___ 4	___ 5
5.2	Takes part in something having to do with music.	___ 1	___ 2	___ 3	___ 4	___ 5
5.3	Takes part in an event having to do with art.	___ 1	___ 2	___ 3	___ 4	___ 5
5.4	Makes or fixes something.	___ 1	___ 2	___ 3	___ 4	___ 5
5.5	Acts in some form of drama.	___ 1	___ 2	___ 3	___ 4	___ 5
5.7	Does difficult gymnastic stunts or something having to do with another sport.	___ 1	___ 2	___ 3	___ 4	___ 5
5.8	Writes something original like new words to an old song.	___ 1	___ 2	___ 3	___ 4	___ 5
5.9	Works hard to achieve a personal goal.	___ 1	___ 2	___ 3	___ 4	___ 5

ANALYSIS OF INSTRUMENTS

The purpose of this section is to provide the Quality Education Program Study with information concerning the identification and selection of test instruments for assessing pupil development with regard to the Program's stated Ten Goals of Quality Education.

The identification and selection of test instruments for the Quality Education Program Study was done at two sites: the University of Alabama and the University of Nevada, Las Vegas. Dr. Sam Leles directed the work at the University of Alabama site, and Dr. James Case directed the work at the University of Nevada, Las Vegas site.

The test instrument identification and selection procedure at both sites was divided into three phases as follows:

Phase 1 — The initial identification at each site of test instruments for all ten goals of the Quality Education Program Study.

Phase 2 — The preliminary screening of the test instruments identified in Phase 1 for Goals I, III (Secondary), V, VIII, IX, and X (University of Nevada, Las Vegas), and Goals II, III (Elementary), IV, VI, and VII (University of Alabama).

Phase 3 — The final screening and analysis of the remaining test instruments from Phase 2.

After completion of Phase 1, the University of Alabama site and the University of Nevada, Las Vegas site, exchanged listings of the instruments thus far identified for all ten goals and completed Phases 2 and 3, using combined listings of instruments from both sites.

An extended description of each of these three phases of the identification and selection procedure as carried out at the University of Nevada, Las Vegas site, follows:

Phase 1 The Initial Identification of Test Instruments for The Ten Goals.

In mid-February, two graduate students at each University site were employed to make the initial identification search of test instruments for all ten goals of the Quality Education Program Study. The graduate students had previous teaching experience in public schools, and had taken considerable course work in testing, test analysis, test selection, etc., during their current graduate studies. All searchers were, therefore, familiar with the sources for the identification of test instruments.

The searchers were instructed to identify all possible instruments for all ten goals. The initial identification listing was to include the following for each instrument: title, form, author or publisher, date, grade level, a brief description of the appropriate uses of the instrument, and a bibliography notation on where the instrument was located during their search.

The criteria for the initial identification of an instrument was that the instrument appropriately measure any characteristic related to the following description of the ten goals:

I - Self Understanding
II - Understanding Others
III - Basic Skills
IV - Interest in School and Learning
V - Good Citizenship
VI - Good Health Habits
VII - Creativity
VIII - Vocational Development
IX - Understanding Human Accomplishment
X - Preparation for a Changing World

The following is a summary of the number of instruments initially identified by [illegible]al at the University of Nevada, Las Vegas site, during Phase 1:

I - 63	VI - 44
II - 43	VII - 35
III - 61	VIII - 37
IV - 36	IX - 35
V - 27	X - 28

These numbers of instruments were identified by a thorough search of the facilities at the University of Nevada, Las Vegas, and at the University of California at Los Angeles.

A listing of the above identified instruments was then sent to the Alabama site. A combined listing of the instruments identified at both sites, at the completion of Phase 1, gave the following number of instruments by goal (corrected for instruments concurrently identified at both sites):

I - 74	VI - 65
II - 56	VII - 57
III - 87	VIII - 62
IV - 53	IX - 55
V - 49	X - 50

A table summary of the numbers of test instruments identified and analyzed by goal for the Ten Goals of Quality Education is listed below. This listing and subsequent final selection of goal-related instruments are not to be considered as exhaustive nor listed in priority form.

SUMMARY

Number of Test Instruments Identified and Analyzed by Goal for The Ten Goals of Quality Education

Goal	No. of Instruments Identified in the Initial Search (UA + UNLV)	No. of Duplicate Instruments	No. of Instruments Analyzed	No. of Instruments Selected
I	84	10	74	26
II	65	9	56	18
III	97	10	87	39
IV	59	6	53	14
V	54	5	49	17
VI	71	6	65	20
VII	57	0	57	10
VIII	65	3	62	24
IX	59	4	55	19
X	53	3	50	22
Totals	664	56	608	209

Phase 2 The Preliminary Screening of the Test Instruments Identified in Phase 1.

The University of Nevada, Las Vegas site, performed a preliminary screening of test instruments from the above described combined listings for Goals: I, III(Secondary), V, VIII, IX, and X. The University of Alabama site concurrently performed a preliminary screening of the instruments from the combined listings for Goals: II, III(Elementary), IV, VI, and VII.

The following criteria were used at both University sites for the preliminary screening of the initially identified instruments from Phase 1 relating to each goal.

Goal One

The instrument must measure and/or identify those characteristics or attributes that provide information that would permit an individual to develop a better understanding of himself and his worth to society.

Goal Two

The instrument must measure and/or identify the individual's extent of acquiring understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in the use of words and numbers.

Goal Four

The instrument must measure and/or identify the individual's acquisition of positive attitudes toward school and toward the learning

process.

Goal Five

The instrument must measure and/or identify habits and/or attitudes of an individual that are associated with responsible citizenship.

Goal Six

The instrument must measure and/or identify the individual's acquisition of good health habits and understanding the conditions necessary for the maintenance of physical and emotional well-being.

Goal Seven

The instrument must measure and/or identify the traits or characteristics encouraging creativity.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the opportunities open to him for preparing himself for a productive life.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of, and/or understanding of, and appreciation of, human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands.

Phase 3 The Final Screening and Analysis of The Test Instruments Remaining After Phase 2.

After the preliminary screening of the test instruments in Phase 2, the total number of instruments for each goal was reduced to approximately half.

The following criteria were used at both sites for the final screening and analysis of the test instruments remaining from Phase 2:

Goal One

The instrument must measure and/or identify characteristics and/or attributes of self concept, and knowledge and/or understanding of societal structures and relationships, and his relationship to these. Examples of the foregoing were: social emotional adjustment; response to ideas, people and established institutions; sense of personal worth, personal freedom, belonging; being with others; political, social, and religious values; emotional adjustment; personal preferences; self confidence; needs and problems identification; friendliness; integrity; leadership and responsibility; value complex development; emotional maturity.

Goal Two

The instrument must measure and/or identify traits or characteristics an individual achieves in attempting to understand and appreciate other persons belonging to social, cultural, and ethnic groups. Examples of the foregoing are: social standards, anti-social tendencies, community relations; generalized attitudes toward nationality, racial, and religious groups; a study of what different people will do in different situations; morality and personality traits, perception of others; independence, leadership, interpersonal traits; and social distance.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in: acquiring ideas through listening and reading; communicating through writing and speaking; handling mathematical operations, and the ability to reason logically and to respect evidence. Examples of the foregoing were: assessment of reading comprehension, progress and growth; assessment of vocabulary, reading speed and accuracy; measurement of auditory memory and alertness; sound-symbol association ability; sensitivity to grammatical structure; listening ability; understanding of word meaning and sentence meaning; location of information; ability to select central ideas and skim; ability to think critically, draw influences, recognize assumptions and reason logically; spatial and numerical reasoning; measurement of concepts and skills in structure and number; recognition and application of mechanics of writing, building of sentences and paragraphy; measurement of arithmetic problem-solving abilities.

Goal Four

The instrument must measure and/or identify positive attitudes toward school and learning. Descriptions include school life; interest index; attitudes toward disciplinary procedure, play, vocation and school work; opinion of school, interests, and subjects.

Goal Five

The instrument must measure and/or identify knowledge of and habits and/or attitudes associated with: loyalty to the fundamental principles of a free democratic society; effective participation in group activities either as a leader or follower; an appreciation and acceptance of the necessity for earning a living; the acceptance of the basic

ethical values of group living, e.g., honesty, concern for the less fortunate, etc. Examples of the foregoing were: assessment of knowledge and understanding of political participation, government organization and services; familiarity with issues that confront citizens in a democrary, e.g., urban problems, economic affairs, foreign policy; knowledge and understanding of the United States Constitution and federal government policies and political participation; assessment of attitudes toward changing the Constitution; assessment of actual and desired political-social activism; assessment of values relative to political controls; measurement of knowledge and understanding of democratic principles of the United States; understanding of social change; measurement of social conformity, prejudice, and degree of open/closed mind; assessment of active involvement in current social or political problems; identification of economic wants; measurement of appreciation of the role of economic factors in one's life.

Goal Six

The instrument must measure and/or identify health behavior from the viewpoint of student practices; understanding conditions necessary for maintaining good health habits; knowledge and application of safety education concept; practices and attitudes one holds regarding health habits; the causes and effects related to good health.

Goal Seven

The instrument must measure and/or identify factors in creative thinking. Examples of related terms are: logical thinking, divergent thinking, ideational fluency, expressional fluency, optimistic-imagination, style preferences, generalizing, analyzing, synthesizing and evaluating.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the educational and vocational opportunities open to him for preparing himself for a productive life. It is explicitly implied that the test instruments selected for this goal will also be used for educational/vocational guidance purposes. Examples of the foregoing were: measurement of mental abilities important for academic success and related endeavors outside the classroom; measurement of scholastic ability of students planning to go to college; prediction of success and satisfaction in an occupation; preference for, liking for, or interest in a vocation; assessment of work values; measurement of aptitude for skills in selected occupations; interest in selected occupational activities; measurement of abilities necessary for success in selected occupational fields; measurement of attitudes toward a vocation; assessment of personal qualities related to job success or failure; educational and vocational planning inventories.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of and/or understanding of, and appreciation of, human achievement regarding the transforming conceptions of modern science, basic sociological and psychological principles, and the differentiation of the worthy from the worthless in the arts and humanities. Examples of these were: measurement of understanding of music and artistic heritage; measurement of knowledge and comprehension of literature; assessment of understanding of recent social and scientific developments; knowledge, understanding, and appreciation of art, music, drama, and philosophy; measurement of awareness of works of famous composers, writers, and

artists; measurement of ability to interpret literary materials; measurement of understanding of general scientific principles, the nature of scientific inquiry and scientific reasoning.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands. This goal explicitly implies a necessity for continuing education - both formal and/or informal, both recreational and/or vocational (or occupational) - to fill the life-long needs of the individual and society. Selection criteria for test instruments for this goal must, therefore, reflect general interests, attitudes, preferences, etc., toward work and leisure; thus the selected instruments would provide information useful to an individual for future leisure-time and vocational planning - planning that is necessary because of the rapidly changing economic and recreational nature of our world. Examples of these were: identification of behavior preferences; identification of personal problems, e.g., personal finance, planning for future, personal interests; measurement of variability and adaptability; desire for responsibility; interest in self-employment; assessment of aspirations at both idealistic and realistic levels; measurement of independence and resourcefulness; assessment of values which influence manner of coping with life-problems; classification of individual as to type, theoretical-non-theoretical, political-non-political, etc.

GOAL NINE:
UNDERSTANDING HUMAN ACCOMPLISHMENTS

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Oberlin Test of Music and Art	A,B, C,D	Educational Testing Service		10-16	Provides a highly reliable measure of students' understanding of important aspects of our musical and artistic heritage	202
Barrett-Ryan Literature Test		R. E. Barrett, T. M. Ryan, H. E. Schrammel	1933	9-16	Designed to measure understanding and knowledge of literature: names, and quotations	286
Cooperative Literary Comprehension and Appreciation Test	R&T	Cooperative Test Division	1935-51	10-16	Embraces the entire scope of human life and thought, ranging from sources as: Bible, Hebraic apostrophes to God, Napoleon, Civil War, American	288
Biographical Inventory for Students (BIS)		Educational Testing Service	1955-58	12	Factual biographical questions: literature, music, art	299
Iowa Test of Understanding of Contemporary Affairs		Science Research Assocs., Inc.	1952	9-12	Tests understanding of recent social and scientific developments. 3 scores: social-economic, political, scientific-technical-medical, total	386
Meier Art Judgment Test		Bureau of Educational Research and Service	1940	7-12 Adult	100 pairs of pictures. One an original, the other an original by a well-known artist. The subjects are asked to select the one he prefers in each pair.	327

Finding Pairs of Pictures		Eight Years Study: Progressive Education Association	1942		Measures consciousness of color, form, and arrangement; also design in paintings	667
Stanford High School Arts and Humanities Test	X,W	Harcourt, Brace & World	1966	6-12	Tests knowledge and understanding in areas of classical and contemporary literature, music, art, drama, and philosophy	675
Graves Design Judgment Test		The Psychological Corp.	1970	7-12	Measures aptitude for appreciation or production of art. 90 sets of two and three dimensional design	626
Tests of Educational Progress in Music, Art and Literature		University of Chicago	1946		True/false scale measures awareness of works of famous composers, artists, and writers	666
Meier Art Judgment Test	R'vd.	Bureau of Educational Research and Service, Univ. of Iowa			Test concentrates on judgment of aesthetic organization. Scale for measuring perceptual facility, aesthetic intelligence, etc., norms are available.	622
Davis-Roahen-Schrammel American Literature Test	A	Bureau of Educational Measurements	1938-58	High Sch.	Inventory measuring basic knowledge of American literature	725
Kwalwasser Test of Music Information and Appreciation		Bureau of Educational Research and Service	1927	High Sch.	Measures what is defined as appreciation of music based on measurable factual input	721

GOAL NINE:
UNDERSTANDING HUMAN ACCOMPLISHMENTS

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Iowa Test of Educational Development	X-3S Y-3S	SRA	1961	9-12	Tests ability to interpret literary materials. Time: 60 mins. and 50 mins.	722
Center-Durost Literature Acquaintance Test-Eval. and Adjustment Series	AM	World Book Co.		11-13	Survey instrument; measures acquaintance with literature as a cultural value	714
Test of Science Knowledge		The Psychological Corp.		8-12	A 2-part test measuring the student's breadth of background in areas of general science: (1) Factual Information; (2) Principles	157
Processes of Science Test		BSCS Test Committee		9-12	A measure of student understanding of general scientific principles, the nature of scientific inquiry, and scientific reasoning, associated with the study of biology	163
Iowa Silent Reading Test: New Ed. R'vd.		Harcourt, Brace & World, Inc.		9-12	The advanced test-poetry comprehension	230
Sequential Tests of Educational Progress (STEP)	A & B	Educational Testing Service	1956-63	4-6 7-9 10-12 13-14	Battery consists of 7 tests which stress use of knowledge and communication skills:... science, social studies, math	501

I N D E X

GOAL # (Cross Reference)	REFERENCE	CODE NO.
#3, #9	The Psychological Corporation Test Catalog 1971. New York: Test Division, The Psychological Corporation, 1971, p. 40.	157
#3, #9	Ibid.	163
#9	Bulletin of the Office of Special Tests. New Jersey: Educational Testing Service, p. 2.	202
#3, #9	Thorndike, R. L. and E. Hagen. Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons, Inc., 1967, pp. 298-299.	230
#9	Buros, O. K. (Ed.) Tests in Print. New Jersey: The Gryphon Press, 1961, #488.	286
#9	Ibid., #493.	288
#9	Ibid., #118.	299
#9	Super, D. E. and J. O. Crites. Appraising Vocational Fitness. New York: Harper and Row, 1962, pp. 304-10.	327
#9	Buros, O. K. Mental Measurement Yearbook, 4th Edition. New Jersey: The Gryphon Press, 1953, #17.	386
#3, #9	Linden, James D. and Kathryn W. Linden. Tests on Trial. Boston: Houghton Mifflin Company, 1968.	501
#9	Anastasi, Anne. Psychological Testing (3rd Ed.) New York: The Macmillan Company, 1969.	622
#9	The Psychological Corporation Test Catalog. New York: The Psychological Corp. 1971, p. 15.	626
#9	Bloom, Benjamin. Taxonomy of Educational Objectives: Affective Domain. New York: David McKay Co., Inc., 1969, p. 106.	666

#9	Ibid., p. 105.	667
#9	1968-69 Catalog of Standardized Tests and Related Services. New York: Harcourt, Brace and World, Inc. 1969, p. 38.	675
#9	Durost, Walter N. "Issues in the Measurement of Literature Acquaintance," Journal of Educational Psychology. January, 1952, pp. 31-44.	714
#9	Buros, O. K. Sixth Mental Measurement Yearbook. New Jersey: The Gryphon Press, 1965, p. 621.	721
#9	Ibid., p. 601.	722
#9	Ibid., p. 600.	725